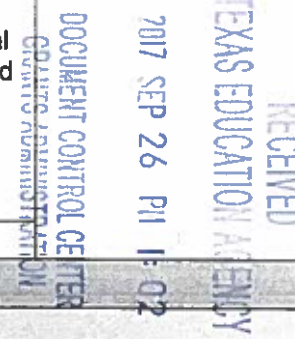


**Texas Education Agency
Standard Application System (SAS)**

2017-2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: center;">  </div>
Grant Period:	November 13, 2017, to August 31, 2018			
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1 - General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Fruitvale ISD	234909			
Vendor ID #	ESC Region #			
	7			
Mailing address	City	State	ZIP Code	
PO Box 77	Fruitvale	TX	75127	
Primary Contact				
First name	M.I.	Last name	Title	
Rebecca		Bain	Superintendent	
Telephone #	Email address		FAX #	
903-896-1191	bainr@fruitvaleisd.com		903-896-1011	
Secondary Contact				
First name	M.I.	Last name	Title	
Michelle		Cline	Curriculum Director	
Telephone #	Email address		FAX #	
903-896-4363	clinem@fruitvaleisd.com		903-896-4216	
Part 2: Certification and Incorporation				

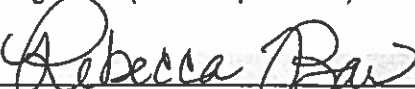
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Rebecca		Bain	Superintendent
Telephone #	Email address		FAX #
903-896-1191	bainr@fruitvaleisd.com		903-896-1011

Signature (blue ink preferred)

Date signed



9/20/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X <input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X <input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☒ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

In the wake of nationwide reforms, the healthcare industry is experiencing record growth, as well as unprecedented change. Millions more people have access to healthcare, and sweeping new insurance regulations and improved digital records systems are being put into place. People are living longer now due to better healthcare, which also results in a need for medical assistants, nurses, and doctors due to the aging population. Medical assistants are at the forefront of that field and students at Fruitvale High School have a desire to go into the healthcare field. To the East of the area exists a large, medical community in Tyler and to the West, a Dallas medical community. There are also numerous healthcare facilities in the surrounding smaller towns. This grant would allow a new CTE certification pathway for Fruitvale ISD by providing the start up costs, like curriculum, supplies, and technology, associated with a medical pathway.

Fruitvale ISD has a student population in which over 3/4 would be first generation in their family to receive a post-secondary certificate and/or degree. All of our students receive free/reduced school lunch and we have a homeless population of 18%. Our county of VanZandt has a poverty rate of 15.9%, meaning almost 1 out of every 5 live in poverty. We recognize the research done by Ruby Payne for breaking the cycle of poverty through the additive model. According to Payne (2013) an individual must have 3 out of the following 9 resources to exit poverty: financial, emotional, mental, spiritual, physical, support systems, relationships/role models, knowledge of hidden rules, and formal register. Students in the medical assistant program would be provided the financial, emotional, mental, support systems, role models, formal register taught and provided daily. This program would provide them the positive, strength-based program they need to break out of poverty and enter the workforce with a salary ranging between \$45,000-\$59,000.
(www.texascareercheck.com)

Students would enter this healthcare pathway as freshman. At the end of the program, they will be able to enter the medical field as a clinical medical assistant with postsecondary opportunities. Once they receive their CMA certification, students can continue pursuing postsecondary classes, leading to numerous undergraduate or graduate degrees such as Associate Degree RN to BSN, MSN and MBA, MSN Family Nurse Practitioner, PhD, and Doctor of Nursing Practice. Through the Clinical Medical Assistant Program, students will take the following CTE courses: Principles of Health Science, Medical Terminology, Body Systems, Health Science and end with their senior year Practicum. Upon completion, they will be ready to take their certification, which will provide

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

not only an industry certification, but also earn extra points towards their nursing application at TVCC. With a wait list at TVCC, these extra points will allow for a more successful rate of entering nursing school. We also will work with these students in earning up to 30 hours of dual credit in their core content classes so they can transfer to U T Tyler as "core content ready", a requirement of their nursing program. Moreover, students will be equipped with the 21st century skills, such as collaborating, thinking critically, solving complex, multidisciplinary problems, information and technology skills, and communicating that are vital for the job force (Partnership for 21st Century Skills, 2008, 13; Texas Career Check, Top 10 Relevant Skill Areas). We surveyed our students in August to determine their interest and the Nursing/Medical Assistant Program ranked in the top 2 choices of Career and Technology Programs.

The Perkins Reserve Grant opportunity will allow Fruitvale ISD to be innovative by offering a career cluster in the health care field, a field not offered before at our district. The funds from this grant will allow Fruitvale High School to purchase the start up fees, supplies, and curriculum needed for a clinical medical assistant program, equipment needed to transform the classroom into a clinical lab setting, training and travel fees associated with the new curriculum, pay for a teacher facilitator, and purchase Chromebooks needed for the online software.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$3500	\$0	\$3500	\$30000
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$64500	\$0	\$64500	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$7000	0	\$7000	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$75000	\$0	\$75000	\$30000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$3750
This is the maximum amount allowable for administrative costs, including indirect costs:	

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director		1	\$	\$20000
5	Project coordinator			\$	\$
6	Teacher facilitator			\$3500	\$10000
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$30000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$3500	\$30000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 234909		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$0
(Sum of lines a, b, and c) Grand total		\$	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 234909		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$64500	\$0
Grand total:		\$64500	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 234909		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$7000	\$
Grand total:		\$7000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 234909				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2				\$	\$
3					\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12				\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 234909										Amendment # (for amendments only):				
Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	69	55%												
Limited English proficient (LEP)	1	1%												
Attendance rate	NA	95.4%												
Annual dropout rate (Gr 9-12)	NA	0%												
Teacher Category	Teacher Number	Teacher Percentage	Comment											
1-5 Years Exp.	3	23%												
6-10 Years Exp.	2	15%												
11-20 Years Exp.	3	25%												
20+ Years Exp.	4	37%												
No degree	0	0%												
Bachelor's Degree	8	69%												
Master's Degree	4	31%												
Doctorate	0	0%												
Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									20	27	23	40	27	137
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									3	4	4	6	6	23

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Schedule #13—Needs Assessment

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD considered needs based on the following data collection systems:

- Texas Academic Performance Report (TAPR)
- Homeless data, THEO (Texas Homeless Education Office)
- % of students college-ready as defined by TEA
- Student survey results from CTE interest survey Aug. 2017
- District technology inventories: 1) hardware 2) software
- Fruitvale ISD CTE Career Pathways

➤ **FISD 2016 STAAR compared to state**

	State	Campus
Eng I	65%	63%
Eng II	67%	63%
Alg I	78%	87%
Bio	87%	89%

FISD Dual Credit Course Completion (gr. 11/12)

	State	Campus
2014-15	54.5%	69.5%
2013-14	53.2%	69.6%

➤ **CTE Coherent Sequence**

	State	Campus
2014-15	46.6%	90.5%
2013-14	46.4%	47.8%

2017 Average ACT Scores

	State	Campus
English	19.5	19.3
Mathematics	20.7	22.2
Reading	21.1	22.4
Science	20.9	19.3

➤ **Graduates in Tx IHE Completing One Year w/o Remediation**

	State	Campus
2013-14	70.5%	75.0%
2012-13	70.8%	64.3%

Student Interest in CTE Pathways, top 3 interests 2017:

1. Medical/nurse assistant
2. Welding
3. Animal Science

➤ **% Students Graduating with Certification:**

2017	0%
2016	20%

Students Identified as Homeless:

	State	Campus
2017	10%	18%

The above data shows students' STAAR scores and ACT scores at Fruitvale closely compete with students across the state and the students who do enter college have a higher than state average of completing without remediation. FHS students also have higher than state average on their dual credit course completion and are persistent with their CTE coherence, showing their desire to pursue postsecondary readiness. Fruitvale students have large obstacles to face, such as higher than average poverty and homeless rates. In addition, our student interest survey ranked the health field as the number one student interest. It is with deepest concern, Fruitvale does not offer any pathways related to the health field. According to Texas Career Check and the Texas Workforce Commission, health care is ranked as the number one field employees are needed and it ranks in salary as above the median salary of \$34,550 with a projected growth rate of 2.2%. FHS does not have the available funds to develop this course sequence for students nor are we preparing our students to help fill this need in the healthcare industry. In addition, our students' opportunities to earn an industry-based certificate are limited. We had no students earn a certificate in 2017. In the spring of 2017, Fruitvale visited medical offices around the area, like Christus Trinity Mother Frances, Dr. Chris Freeman, DDS, Mr. Jerry Crane, PA, Dr. James Lea, DDS, and Dr. James Rosson, OD, all of whom had interest in Fruitvale pursuing a nursing/medical assistant program, showing the need is there.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student interest survey revealed pursuing a career as a medical assistant ranked number one with Fruitvale students, grades 8-12	This grant would provide the funds necessary to begin offering a Clinical Medical Assistant certificate with dual credit hours and upon graduation, attend our partnering college, TVCC, to earn numerous other health care certificates.
2.	No students in 2017 graduated with an industry-based certificate, and only 20% in 2016 graduated with an industry-based certificate.	With close to 25% of students in grades 8-11 desiring a career in the health field, the CMA program could lead to over 78 students in the next 3 years receiving their certification.
3.	Health care profession is identified as a top need for employees by Texas Career Check and the Texas Workforce Commission for the East Texas area.	Program would prepare students to enter the health care field immediately upon graduation and/or send students to college with having earned dual credit hours counting towards their health care certificate/degree.
4.		
5.		

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Schedule #14—Management Plan				
County-district number or vendor ID: 234909			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Previous experience in managing state and federal grants; 10 or more years experience in education; 5 or more years experience as a district level administrator; 3 or more years as a campus administrator; experience in managing a budget; Master's degree or higher in EdAd.		
2.	Teacher Facil.	Registered Nurse certification; 3 or more years experience teaching; 3 or more years experience in a hospital setting		
3.	Business Manager	Certification in Finance with TASBO; over 20 years experience; previous experience in managing numerous TEA grants and meeting requirements/deadlines given by TEA		
4.				
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Create/offer a new CTE pathway, the CMA program, to 100% of students	1. Purchase curriculum	11/13/2017	11/27/2017
		2. Purchase chromebooks and iPad	11/13/2017	11/27/2017
		3. Promote program to students and parents	03/01/2018	05/24/2018
		4. Provide flexibility in scheduling	01/08/2018	05/24/2020
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Provide training of program	1. Train RN on staff who has agreed to teach program	11/27/2017	12/21/2017
		2. Visit other districts offering program	11/13/2017	05/24/2018
		3. Contact/seek support from ESC CTE dpt.	11/13/2017	05/24/2018
		4. Purchase lab equipment/supplies	11/13/2017	11/27/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase number of industry-based certificates through CNA program	1. Reinforce skills through online videos/games/apps	08/25/2018	05/24/2020
		2. Provide practice exams/lecture notes	08/25/2018	05/24/2020
		3. Register students for CNA exam	09/25/2020	09/25/2022
		4. Provide support/tutoring for exam	09/25/2020	09/25/2022
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Increase number of students earning dual credit college hours	1. Ensure teacher mentor available to provide support	01/08/2018	05/24/2020
		2. Meet individually w/ students for dual credit classes	03/01/2018	05/24/2018
		3. Students sign up and take TSI	01/08/2018	09/25/2022
		4.		
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Increase number of partnering businesses	1. Contact local partners	11/13/2017	11/27/2017
		2. Establish work-based experiences schedule	06/01/2018	08/01/2018
		3. Set transportation schedule	06/01/2018	08/01/2018
		4. Develop/maintain involvement in program activities	11/13/2017	05/24/2022
		5.	XX/XX/XXXX	XX/XX/XXXX
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale has developed a simple plan of management that has been successful in other areas of grant oversight for the campus, like TSTEM: an oversight committee. This committee will be composed of the superintendent, business manager, campus principal, curriculum director, technology director, teachers, and counselor. The oversight committee will meet informally as needed as well as at scheduled formal meetings to evaluate program objectives and performance measures. Fruitvale will also review the CMA program at District Improvement Team and Campus Improvement Team meetings in order to receive feedback as needed for continuous, ongoing improvement.

The administrative layers of a small district are less formal and shallower than counterparts in larger districts where there are several layers of administration and more structured communication guidelines. Thus, the internal communications at Fruitvale ISD are less complex and more informal. The project director will have direct access to those involved in the grant implementation, including the superintendent, business manager, principal, counselor, and teachers. The grant project director and business manager will meet as needed to discuss any changes or improvements in fiscal management. The advisory council will review continued implementation at their regular meetings, make program recommendations, review strategies, and make adjustments. Again, the informality of the campus makes this form of sustainability possible.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FISD recently began a vet tech program through a grant awarded by TEA. The project design for the CMA program used the vet tech model as a blueprint due to its effectiveness. FISD staff is committed to the vet tech program established as a result of a grant provided by TEA and will continue to strive to demonstrate success in accomplishing the objectives and meet the performance measures established by this application. The partners and supporters have expressed their commitment to aiding in the continuation of this program in any manner that would be possible. FISD has also begun establishing a college readiness atmosphere by providing individual student-counselor meetings to create six year plans, offering a Financial Aid night for parents, and a FAFSA/scholarship night to provide parents and students with assistance and information. In addition, the district pays students' textbooks fees for dual credit classes. FISD will continually have an enrollment of low-income, at-risk students due to the lack of economy in Fruitvale; thus, this program is essential now and will continue to be an essential part of the school and county.

Coordinating the CMA program grant activities with other programs and resources will maximize the cost-effectiveness of the program. For example:

- Partnering with local industries will help cut travel expenses dramatically
- Almost 100% of grant funds will be used strictly for the expensive cost of technology and medical equipment/supplies needed, all for the students
- Close relationship with the ESC 7 CTE department will provide support for this grant at no cost
- Contracts with Region VII ESC will provide CTE professional development at no cost
- The teacher facilitator chosen to lead and teach these courses is familiar with numerous open-source software and other curriculum that is low to no cost. She is a guru in the field of health care.
- The district will cover all costs related to facilities management, these will not need to be budgeted in the grant
- The local business office will fully integrate the grant management process in the district budget, calendar, and accounting data.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	CTE/CIT/student surveys	1.	Student interest surveys reveal medical asst. program as important
		2.	Number and kind of significant learning opportn. w/ partnering org. increase
		3.	Feedback about program from parents, students
2.	# of certifications obtained as a result of grant funding	1.	Increased number of students taking certification exam
		2.	Increased number of students passing certification exam
		3.	
3.	# and percent of students enrolled in medical assistant program	1.	Increased enrollment each year of program
		2.	Advice/guidance from mentors
		3.	Closing of gap between # of students who enter vs. complete program
4.	Number of students employed in field as result of this medical assistant pathway	1.	Number of students each semester who are making progress in program
		2.	College credit hours earned per student in program equal to 30 or more
		3.	
5.	Number and percent of students in CMA program considered at-risk	1.	Equitable enrollment in program with no barriers for at-risk students
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The project director, teacher facilitator, counselor, and principal will meet regularly to analyze data collected as requested in the performance measures.

Qualitative data collection methods will include gains in performance measures. Comparisons between year one, midpoint, and end of grant cycle will be used to analyze achievement data. Feedback from the student and CIT surveys regarding program design, implementation, and evaluations will be utilized for program adjustments so as to address problems that may arise with project delivery.

Quantitative data collections methods will include: number of learning opportunities with partnering organizations, number of students taking and passing certification test, enrollment in the program, number of students entering program and number of students completing program, number of students making progress in program (schedule; grades), number of students receiving college credit hours of 30 or more; number of at-risk students enrolled in program, number of completed grant activities as per activity timelines.

The FISD CMA committee will identify and correct program deficiencies as they are encountered which in turn will provide for continuous improvement of the program. Due to the small size of FISD, meeting to correct problems and/or deficiencies can be handled immediately. FISD agrees to submit any evaluation reports by TEA for this grant to ensure compliance with performance measures.

The qualitative and quantitative data will be used by the FISD CMA program committee to obtain and determine the degree of planning, collaboration, communication, curriculum, instruction, industry based learning opportunities, student interest, and program success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In the late fall of 2016, Fruitvale ISD worked with the Local Workforce Commission as well as Trinity Valley Community College to seek ways to expand current CTE pathways. After visiting with the TWC we were directed to view their website, www.twc.state.tx.us, to examine their targeted occupations needed for our area in East Texas. The top 9 job titles were all in the health field, with nursing assistant ranking fourth and medical assistant ranking eighth. In the spring, we met with the Texas Workforce Commission along with other schools in the area to discuss what pathways each was offering and have a roundtable discussion. We were encouraged to examine the health care field and obtained a letter of support from TWC, but due to financial limitations, the offering could not start the 2017/2018 school year. In the fall of 2017, we surveyed students to determine their interests. They ranked nursing/medical assistant as their top choice for career and technology pathways and through the Perkins Reserve Grant, we can make this pathway happen.

According to Texas Career Checks, in the East Texas area, Licensed Practical and Licensed Vocational Nurses ranked at the top for a career choice with growth (2.22% annual growth rate in East Texas) and an average income of \$42,401.00 185 annual openings are projected by 2024.

By offering our students the CMA pathway, they can graduate with dual credit hours and a Clinical Medical Assistant certificate. Upon graduation, they can pursue their Associate Degree Nursing Program at TVCC. Once this program is completed, they can transfer to The University of Texas at Tyler nursing program and obtain their BSN. Fruitvale will also offer up to 24 hours, free of charge, of core content, dual credit classes that will count towards the future nursing student being "core content complete", a requirement at TVCC, U.T. Tyler and other nursing programs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The program of study designed for Fruitvale High School is the Clinical Medical Assistant program. Students will begin the pathway as freshman and take Principles of Health Science. Their sophomore year, students will take Health Science, dual credit psychology 2301 and 2314. Their junior year, students will take dual credit medical terminology, dual credit English 1201 and 1302. Students their senior year will take their Practicum course, dual credit sociology 1301, dual credit statistics 1342, dual credit government 2305 and 2306, and dual credit Medical Ethics and Law. Rigor is increased as students are able to earn dual credit hours their junior year.

During students' senior year of the CMA pathway, they will take the CMA certification exam in order to obtain not only an industry based certification, but earn points on their nursing application, at TVCC, our partnering higher education. They will have earned 30 plus dual credit hours also, including Medical Ethics and Law, Medical Terminology and Body Systems, along with core subject hours. These courses will help our students gain an advantage and be ahead in their Associate Degree in Nursing and eventually, their Bachelor of Nursing degree, while providing extra points in their nursing application.

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County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Medical Assistant Pathway, Fruitvale ISD

High School— Medical Asst. Certification:	TVCC, partnering college, Associate Degree in Nursing (RN), and being "core complete", CABNET agreement; Plan				UT Tyler, partnering University to TVCC nursing program, transferring in as "core complete" from TVCC:			
9 th gr—Principles of Health	Prerequisites to be taken before applying to nursing school, summer semester postsecondary: Biol 2401; Biol 2402 (PSYC. 2301 already taken)				Summer before entering UT Tyler: NURS 3303, Pathophysiology of Acute care (3 hr); NURS 3205, nursing concepts/theories (2 hr)			
10 th gr— Psychology 2301* Psychology 2314*; Health Science	Fall, fr. year:	RNSG 1216	Prof. nursing competencies	2 hr.	Fall, jr. year	NURS 3307	Pharmacol. Basis for nursing	3 hr.
		RNSG 1128	Intro to Health care concepts	1 hr.		NURS 3310	Health assess.	3 hr
		RNSG 1430	Health Care concepts I	4 hr.				
		RNSG 1125	Prof. nursing concepts I	1 hr.		NURS 3603	Nursing competencies	6 hr
		RNSG 1161	Clinical I	1 hr.				
		Select	Language/phil/culture	3 hr.				
11 th gr-- Medical Terminology*; Eng 1301*; Engl 1302*; History 1301*	Spring, fr. year	RNSG 1128	Health care concepts II	5 hr.	Spring, jr. year	NURS 3333	Nursing research	3 hr
		RNSG 1126	Prof. nursing concepts II	1 hr.		NURS 3513	Psychiatric mental health	5 hr
		RNSG 2362	Clinical II	3 hr.		NURS 3611	Medical surgical nursing I	6 hr
		select	Creative arts	3 hr.				
12 th gr—Health Practicum; Sociology 1301*; Statistics 1342*; Government 2305*; Government 2306*; Medical Ethics and Law*	Fall, soph. year	RNSG 1538	Health care concepts III	5 hr.	Fall, sr. year	NURS 4212	Gerontological nursing	2 hr
		RNSG 1137	Prof. Nursing concepts III	1 hr.		NURS 4632	Medical surg. Nursing II	6 hr
		RNSG 2363	Clinical III	3 hr.		NURS 4723	Family Health	7 hr
	Spring, soph. year	RNSG 2539	Health care concepts IV	5 hr	Spring, sr. year	NURS 4234	Issues in prof. nursing	2 hr
		RNSG 2138	Prof. nursing concepts IV	1 hr.		NURS 4631	Leadership and management	6 hr
		RNSG 2360	Clinical IV	3 hr.		NURS 4501	Community nursing	5 hr

* Indicates dual credit and extra points earned towards nursing application

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Partnering organizations to help carry out the grant and support it include: Region VII ESC CTE department, **Christus Mother Frances** and **Jerry Crane, PA**. Our partner in higher education crucial to success of this program is **TVCC**.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Industry partners that will assist with curriculum development to support relevant and frequent industry experiences include: **Christus Mother Frances** and **Jerry Crane, PA**. Partnering organizations that will help with curriculum development and supporting relevant and frequent industry experiences for students include: **TVCC, Region VIII ESC CTE department**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Fruitvale ISD is committed to continuing the grant program after the initial year if proven successful. FISD staff is committed to the implementation and operation of the grant program and will strive to demonstrate success in accomplishing the objectives and meet the performance targets established. As expressed in the student interest survey, the health care field is an area of interest not only in our high school, but our middle school students as well, keeping the enrollment numbers in the program high.

Fruitvale CNA Career Pathway is actively supported from all aspects of the district and its connections.

- The FISD school board supports a college and career environment, and has agreed to continue paying for students' dual credit tuition and fees beyond the grant program. They also support maintaining a paraprofessional to serve as a mentor in their dual credit classes.
- The teacher for the courses is invested in the community and is a long time resident with established ties in the community.
- The superintendent has encouraged and supported the CNA offering from the beginning
- The campus principal has been involved from the start and supports his teachers in "whatever it takes" for student achievement. He recognizes CTE pathways and College/Career Readiness as a way to break the cycle of poverty and help our students be college/career ready.
- All teachers and support staff support the CNA pathway

Our technology committee and technology director has a long term plan in place to replace technology and software needs so technology and software needs will not serve as a barrier for sustainment. Moreover, the administrative layers of a small district are less formal and shallower than counterparts in larger districts where there are several layers of administration and more structured communication guidelines. Thus, the internal communications at Fruitvale ISD are less complex and more informal. The project director will have direct access to those involved in the grant implementation, including the superintendent, business manager, principal, counselor, and teachers. The grant project director and business manager will meet as needed to discuss any changes or improvements needed along the way. The advisory council will review continued implementation at their regular meetings, make program recommendations, review strategies, and make adjustments. Again, the informality of the campus makes this form of sustainability possible.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

NA

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 234909

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 234909

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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